



SEN INFORMATION REPORT

2022/2023

Part of the Derbyshire Local offer for Pupils with Special

Educational Needs and Disabilities

Government legislation requires us to publish a new report called the SEN information Report (clause 65 of the SEN Code of Practice 2014). An initial version has been drafted and will be amended and updated as guidance is received from the Local Authority and National SEND Reforms.

<p>Our school and SEND provision</p>	<p>At Kilburn Junior School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.</p>
<p>The Special Educational Needs Co-ordinator</p>	<p>Lisa Goodwin is our Special Educational Needs Co-ordinator (SEND Co). She has worked at our school for many years and has been our Co-ordinator since 2001.</p> <p>Mrs Goodwin can be contacted directly on 01332 880540 or lisa.goodwin@kilburn-sch.derbshire.gov.</p> <p>She is also currently SENDCo at 2 additional Trust schools within the locality.</p>
<p>Identification and assessment of pupils with Special Educational Needs and Disabilities.</p>	<p>25% of pupils on roll on the SEND register and supported at the SEN support level.</p> <p>6% pupils on roll were issued with an Education and Health Care Plan (EHCP) GRIP or Inclusion Panel Funding.</p> <p>Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.</p> <ul style="list-style-type: none"> • The use of school’s data tracking identifies pupils who are not making expected progress or are not on track to achieve their end of level target. • Concerns voiced by parent, member of staff, external professional or pupil. Pupils may come to us with outside agencies already involved. Kilburn Junior School has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments. <p>The SENDCo makes referrals to these outside agencies as part of our approach: Assess - Plan – Do – Review. Several of these are accessed through a referral pathway known as SPOA (Single Point of Access).</p>

	<p>Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring. Children tracking below expected levels or making less than expected progress are identified and intervention put in place.</p>
<p>Provision for pupils with Special Educational Needs and disabilities</p> <p>a)The effectiveness of provision for pupils with SEND</p>	<p>Kilburn Junior School has a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of-</p> <ol style="list-style-type: none"> 1. Pupil achievement 2. Behaviour and safety 3. Leadership and management 4. Quality of teaching <p>Governors are involved in this process and regular meetings take place to look at provision and pupil groups. Staff are proud that strengths of SEND Provision were recognised during the recent Ofsted visit. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out using Year group tracking or specific assessment packages such as itrack and SSEN data. The increase in attainment can be analysed to ascertain whether the progress made on these interventions is below expected, expected or better than expected. Provision mapping by class teachers is overseen by the SEND Co and Head Teacher to ensure that all teachers provide a relevant and enriching curriculum for pupils of all abilities and developmental stage.</p>
<p>b)Arrangements for Assessing and reviewing the progress of pupils with SEND</p>	<p>Termly pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND.</p> <p>Parents are involved in the review process at least 3 times a year at SEND Support review meetings and parents evenings.</p> <p>A number of targets are set and ways parents can help at home are discussed. The SEND Co may hold workshops to work with parents and help them to support their child during the year.</p> <p>At the end of each academic year a written report is sent to parents detailing progress.</p> <p>The SEND Co and class teacher are available for appointments to discuss progress at any other time during the year.</p> <p>Regular contact is through home/school year planners or individual pupil diaries if more appropriate.</p>
<p>c) Approach to teaching pupils with Special Educational Needs and Disabilities</p>	<p>Pupils on the SEND register may have an Individual SEN Support Plan which details their next targets and desired outcomes including strategies undertaken to accelerate progress towards these.</p> <p>Alternatively, some pupils may have One Page Profiles highlighting their strengths and specific areas that the child may need additional support</p> <p>All pupils with SEND receive high quality first teaching and teachers have high expectations for all children, differentiated work within the classroom and personalised resources are utilised where required.</p>

<p>d)Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities</p>	<p>Carefully matched interventions enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity. School staff are supported by Outside Agencies regarding strategies best matched to teach specific pupils.</p> <p>SSEN may support school through shared working or pupil support (as long as children meet the Service criteria).</p> <p>The curriculum incorporates a wide range of outdoor learning opportunities for the children as we believe this contributes greatly to children’s well-being and preparation for learning together.</p> <p>Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.</p> <p>The school planning policy stresses the importance of planning for assessment and review at both the medium and short-term stages. We aim to provide work that is enriching and challenging yet accessible to the broad range of pupils we teach. The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning, in order to ensure all pupils with SEND continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will endeavour to ensure that this does not affect the pupil’s access to the full range of curriculum activities.</p> <p>Access will be provided in a range of ways, depending upon which is most appropriate and will include but is not limited to; modified and adapted tasks, differentiation by task or ability grouping where essential, by the level of teacher and adult support and by the allocation of appropriate resources or by outcome.</p> <p>Access and facilities are of high standard. An Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.</p>
<p>e)Additional support for learning</p>	<p>The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with an EHCP (Education and Healthcare plan) and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources.</p> <p>The school will request an Education, Health and Care Plan from the Local Authority when, despite an individualised programme of sustained intervention and SEND support, the pupil continues to have significant and complex difficulties in one or more of the four areas of SEN. An Education, Health and Care Plan might also be requested by a parent or outside agency. Parents have the right to request the Local Authority to carry out an EHC Assessment at any time.</p>

	<p>An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer from usually available resources. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.</p> <p>As part of the Graduated Response for Individual Pupils, applications may be made for additional funding to provide support for those children with more complex needs but whom may not need long term support. Inclusion Panel Funding was introduced last year by the LA to support SEND needs in the Primary Phase. Inclusion Panel Funding can be allocated or partially allocated by the LA for a number of weeks, months or duration up to a year.</p> <p>Parents will always be involved in the decision-making process before an application goes ahead and decisions reviewed with the SEND Co when formally received.</p> <p>Access arrangements for KS2 SATS are discussed with pupils and parents. Applications may be made for extended time, rest breaks, TA to scribe (amanuenses) when appropriate. This will build upon good practice and a child's familiar routine with test situations will be established prior to Y6, in order to maximise their opportunity for success.</p>
<p>f)Activities available to pupils with Special Educational Needs and Disabilities</p>	<p>All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all.</p> <p>Support from a key worker (TA) will be available at the beginning of the day to ensure good routines are established and children have an opportunity to discuss any changes to the curriculum/day that are identified.</p> <p>All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The SEND Co works closely with staff before trips to discuss specific needs of each pupil with SEND.</p> <p>No pupil is removed from activities at Kilburn Junior School unless due to the request of parents or carers.</p> <p>We have a robust safeguarding policy and protocol in place.</p>
<p>g)Support available for improving the emotional and social development of pupils with SEND</p>	<p>Pupil's health and well-being is paramount.</p> <p>Mrs Parkin (teaching assistant) undertook training alongside Derbyshire's Nurture Team and this has enabled us to maintain a programme during the past 4 years. Our Nurture room offers a welcoming environment to all and Mrs Parkin and the team work with children across the age range fostering key learning to learn skills, promoting positive relationships, and building the confidence and self-</p>

	<p>esteem needed to develop emotionally and academically in our setting. Children and parents have recognised the value of this programme and we are fortunate to have the use of this fabulous resource.</p> <p>Our Family Liaison worker, Jayne Doherty, appointed by our Multi-Academy Trust supports some of our most vulnerable pupils. More information on her role can be found on the school website.</p> <p>Establishing 'Trailblazer', to develop social and emotional skills as well as engaging pupils and fostering problem solving abilities and independence continues to be a key focus. The programme based around the concept of 'Forest Schools' goes from strength to strength and all year groups now participate in one session per week</p> <p>Social Stories is a short term intervention strategy for groups, supported by TAs to address barriers to learning arising from social, emotional and behavioural difficulties.</p> <p>The Socially Speaking programme is used across the school to promote good relationships between peers, pupils and staff and develop key skills appropriate to the child.</p> <p>Training from Educational Psychology on the Use of the Derbyshire Behaviour Box and Lego Therapy has helped support emotional needs. Pupils may work on a one to one basis with an adult to address needs specific to that pupil, in order to raise self-esteem.</p> <p>Personal care is conducted discreetly, with dignity and fostering independence where possible. Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Additional training is undertaken by key staff as and when necessary, (currently annually).</p> <p>At Kilburn Junior School attendance is above averaged and is closely monitored so that pupils and families can be offered support, quickly and effectively, so that children regularly attend school and engage effectively in their learning.</p>
<p>(h)The expertise and training of staff in relation to pupils with SEND</p>	<p>Mrs Goodwin is an experienced SEND Co with 27 years working at Kilburn Junior School, 24 as SENDCo.</p> <p>She supports class teachers and teaching assistants in planning for and delivering the curriculum for pupils with SEND. The SENDCo regularly attends LA and Trust network and training sessions to be aware of new developments and priorities in SEND provision.</p> <p>All of the teachers at Kilburn Junior School are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of pupils, including those with Special Educational Needs and Disabilities. All staff received training from the Educational Psychology Service on the use of Emotion Coaching to promote positive mental health and well-being of pupils and increase</p>

	<p>curriculum access. In addition, all staff received training to support early literacy difficulties across the curriculum.</p> <p>SSEN training for TAs is identified early in the Autumn term.</p> <p>Our Teaching Assistants also have a range of expertise in a variety of specialised areas including autism, dyslexia, speech and language, nurture and physical literacy.</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils and plans ahead to ensure the needs of future pupils can be accommodated.</p>
(I)Accessibility for pupils with SEND	<p>Kilburn Junior School is a single storey building with accessibility via interior and exterior of building, external ramps for wheelchair access. Adaptations to the classroom environment are considered and parents and families are invited to share accessibility concerns so that advice can be obtained from relevant professionals. An additional new accessible classroom opened last year.</p> <p>Quiet areas/room for working. Suitable equipment includes gym balls, wobble cushions, writing boards, netbooks, mini mice, easy graph pens/pencils. The equipment used in school is accessible to all pupils regardless of need. Written information is available on the school website. Text messaging service is available for all.</p>
(J)Consulting and involving parents	<p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> • Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision • Working effectively with all other agencies supporting children and their parents • Giving parents and carers opportunities to play an active and valued role in their child’s education – meetings at least termly in the form of meetings and parent consultations • Making parents and carers feel welcome • Ensuring all parents and carers have appropriate communication aids and access arrangements • Direct contact with the SEND Co via phone or email • Providing all information in an accessible way • Encouraging parents are carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • Instilling confidence that the school will listen and act appropriately • Focusing on the child’s strengths as well as areas of additional need • Allowing parents and carers opportunities to discuss ways in which they and the school can help their child • Agreeing targets for the child

<p>(K)Consulting with pupils about their Special Educational Needs and Disabilities</p>	<ul style="list-style-type: none"> • Making parents and carers aware of the Derbyshire Information, Advice and Support Service for SEND (formerly Parent Partnership) and other support services they could access. • Directing parents to the Derbyshire Local offer to raise awareness of support available.
<p>(L)Concerns about the provision for pupils with SEND</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:</p> <ul style="list-style-type: none"> • State their views about their education and learning • Identify their own needs and learn about learning • Share in individual target setting across the curriculum • Self-review their progress and set new targets <p>In addition pupils who are identified as having SEND are invited to participate in:</p> <ul style="list-style-type: none"> • SEND Support reviews and setting targets • Regular meetings with named adults • Working with adults in small groups and one-to-one sessions • Annual reviews <p>In the first instance we encourage parents to contact their child’s class teacher. If concerns remain we ask parents to contact the SENDCo and/or Head teacher.</p> <p>In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors, Louise Rowland.</p> <p>The SEND Governor is currently, Charlene Hudson.</p>
<p>(M)Outside agencies involved with pupils with SEND</p>	<p>At Kilburn Junior School we currently receive support from:</p> <ul style="list-style-type: none"> • Educational Psychology • Behaviour Support Services • Support Service for visual, physical and hearing impairments • Support Service for Special Educational Needs (SSSEN) • Autism Outreach • Speech and Language Therapy • Physiotherapy • Occupational Therapy • Community Paediatrics • Clinical Paediatrics • Child and Adolescent Mental Health Services • Multi Agency Teams • Embark Family Liaison Worker • Social Care • Virtual Schools (Derby City/ Derbyshire)

	<p>At the beginning of September 2021 many services continued to work remotely, with face-to-face meetings and consultations taking place for those with complex needs and/or at risk of exclusion. The situation has improved throughout 2022 however waiting lists are long.</p> <p>The Neuro-developmental Pathway was temporarily suspended following COVID-19 guidance on critical service provision, has now been reopened by Derbyshire Healthcare NHS Foundation Trust, University Hospitals of Derby and Burton and Derbyshire Community Healthcare NHS Foundation Trust. A higher than average number of referrals made across the county has seen a greater number of children placed on waiting lists to see relevant services and professionals.</p> <p>Family Liaison have supported families and the SEND Co through the Early Help offer, referrals to School Nursing Service and Build Sound Minds.</p>
<p>(N)Arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on. We will support your child during visits to their new school wherever possible.</p> <p>When moving classes in school, information will be passed onto the new class teacher in advance and a meeting will take place between the current and new class teachers. Parents are welcome to meet the new teacher prior to their child starting the new academic year.</p> <p>Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and teacher. Some pupils will benefit from a passport to take home with them over the summer.</p> <p>Transition at KS2 & 3. Year 2 and 3 teachers meet. Year 3 teachers visit Year 2 children and have additional small taster sessions with their 'new' class teacher and TAs before a morning/afternoon in their new class. SEND Cos meet and share information.</p> <p>SEND Cos attend new parents meeting and are available to make individual appointments with parents to discuss any concerns re provision.</p> <p>SEND Co shares information with Head teacher and Lower School teaching team to ensure teachers can prepare the classroom setting and resources before the September intake arrive.</p> <p>Year 6 & 7 staff meet to discuss all children who will be transferring. The SEND Co also meets with the Inclusion Team to discuss those children who are transferring and who have special educational needs. These</p>

	<p>children are offered additional transition days in their final summer term. All school records are sent to ensure that new staff are as informed as possible about a child's special educational needs and disabilities. KS3 SENDCo/key staff invited to attend transition EHCP reviews whilst these pupils are in Y5 and again to the Y6 review, with opportunities for staff to visit or work with pupils in our setting.</p> <p>Where children transfer out of the local area, every effort is made to meet in person with a member of staff from the Secondary School, additional visits arranged, student support plans/questionnaires are completed and returned. SEND Co contacted.</p>
<p>(O)Support for parents of pupils with Special Educational Needs and Disabilities</p> <p>L. Goodwin</p> <p>12.9.23</p>	<p>Your child's class teacher and the SEND Co are always available to discuss your child's needs and progress.</p> <p>All outside agencies will contact parents to keep them informed of their involvement. We do request that parents give Mrs Goodwin's name to Outside Agencies as SEND Co so copies of reports are sent directly to school for us to collate and act on quickly.</p> <p>Additional Parental Advice can be found at: www.localoffer.derbyshire.gov.uk</p> <p>Home - Derbyshire Local Offer</p> <p>The Local Offer includes leisure and activity providers, health and care services, education providers and support groups. The Local Offer simply aims to pull information about available services into one place and make it clear and accessible for you and your family.</p> <p>Derbyshire Information Advice and Support Service for special educational needs and disabilities</p> <p>DIASS offer support for children and young people with SEND from birth to 25 years old. They aim to help parents and carers increase their involvement in the education of their children and ensure that they have access to information and advice about issues relating to the child or young person's health and social care.</p> <p>They remain impartial, confidential, and work at 'arm's length' from the local authority. Advice is free and accessible to all parents of children with SEND.</p> <p>Telephone – 01629 533660</p> <p>Web address – Contact us - Derbyshire Information, Advice & Support Service for SEND (derbyshireiass.co.uk)</p> <p>Email - ias.service@derbyshire.gov.uk</p> <p>Action For Children</p> <p>Parent Talk - Support for Parents from Action For Children</p>

